The Great Gatsby Multi-Media Lesson Plan

Time 55 minutes  
Running completion for entire project: 2 week total with some class time allowed.

1. Introduce this assignment by discussing what students have learned this far about The Great Gatsby, identity, and how this relates to everyday life.
2. Once students have discussed for 5 to 10 minutes, pass out the multi-media assignment prompt and deliver due date information.
3. Read over prompt with students and clear up any questions.
4. Hand out grading rubric with this so that students can see what they are graded on.
5. Let students break out into groups of 4-5 students.
6. Students will need to work together to decide who will be in charge of which portion of the online newsletter. The multimedia assignment will take a total of one week to finish.
7. Once students are in group, let each group assigned to a computer to being a digital brainstorm. The students will use Microsoft word to create a digital layout of a brainstorming sheet to list the type of articles that they can create for the newsletter.
8. At the end of class, students must digitally email you a copy of what they have brainstormed and laid out for their assignment. This is their biggest planning date so let them know that they must have their plans almost completely finalized by the end of the period.
9. The rest of the week will be spent finishing this project. Each day they will email me the progress so that I may monitor it and ensure that they are working on their portions of the assignments.
10. Being that the multi-media assignment must have 12 total boxes finished, let the students know that they must complete at least a box per day to be successful in this.  
      
    As a reminder, this is the assignment posted below:

This is an assignment for grades ten through twelve. For this assignment students will be making a brochure on the novel *The Great Gatsby*by F. Scot Fitzgerald.

My goal is for students to be able to apply technology in creating their own unique brochure about *The Great*Gatsby while also being able to intelligently analyze the text and its importance.  The students will be supplied with a guideline layout to the brochure format for them to fill out. The blank layout has 12 boxes and students are required to fill each one up. They can change the layout if they like, however 12 boxes minimum are required. This may seem like a lot of work however, students will be responsible for completing only one box per chapter (9 total chapters) and 3 boxes as a kind of pre-reading activity in the first week before we begin. Students are required to have a minimum of one picture for the brochure and must come up with their own creatively named brochure**.**

The essential underlying question to focus on for this assignment is: Does class or social status matter? How does this help define who we are?

**The breakout of the layout is below**

Pre-reading activities:

1.      One box needs to contain a self-designed creative brochure title that includes name and date.

2.      One box must give a biography on F. Scot Fitzgerald. The student must give a brief background including at least one interesting fact and at least one fact about Fitzgerald’s person class or social status.

3.      One box must give background into the “Roaring Twenties.” Students may choose their topic but it must relate back to social class and status. Ideas include but are not limited to: social norms, taboos, inventions, parties, music, etc.

**Chapter Reading Requirements**

1-9: Students will be required to include a significant quote from each chapter and provide an in depth analysis as to its meaning. Excerpt must include page number and speaker. Excerpt must be able to tie back to what Fitzgerald, the speaker of the quote, or the quote itself is saying about social status. Ideas to explore are: What does Gatsby think about wealth?  What are Daisy’s motivations? What is the significance of the color green in the novel?

 At the end, student should be able to closely analyze novels and their context. Students should be able to recognize repetition, themes, motifs, and symbolism that are present in this novel and should be able to tie them back to a discussion on class status and social hierarchy.